Name: Jamison Kelleher Age/Grade Level 11

Subject Area(s) Social Studies Unit Title: WWII African American experience

Lesson Title: Vanport

Estimated Time: 70 minutes

**Purpose/Rationale for lesson:**

**Curriculum Framing Questions:**

Essential Question: How does conflict impact a nation’s social fabric?

Unit Question that applies to this lesson: How did the mobilization for war change the social fabric in the United States? How did this specifically impact African Americans during and after the war?

Lesson or Content Question(s): What are some local examples of segregation? How did the war impact Portland from a racial standpoint?

Goal/Learning Outcome**:**  The student will have an understanding of the origins of Vanport, the flood and its impact on the demographics and racial relations in Portland.

Secondary Goals: Gain some experience analyzing contradictory sources

**Learning Objective(s):** The student will be able to…

Correctly answer questions regarding the forces leading to the formation of Vanport and its demographics.

Short answer FMI

Describe the impact of the Vanport flood on Portland in both demographic and socio-cultural terms:

Long answer on the FMI and the assessment.

Discuss contradictions between the accounts and articulate their evaluation in a logical way.

Talking chips exercise and notes

**Curriculum Standard(s):**

* SS.HS.HS.04 Understand how contemporary perspectives affect historical interpretation.

SS.HS.HS.07 Understand the causes, characteristics, and impact of political, economic, and social developments in Oregon state history

**Materials Needed:**

FOR THE CLASS:

Map of Portland with Vanport highlighted

Vanport Documentary part 1 (7:35)

<http://www.youtube.com/watch?v=Bvqf4ZRLxDQ&feature=related>

Vanport Documentary part 2 (7:47)

<http://www.youtube.com/watch?v=LzqsM8TgQvY&feature=related>

Vanport’s forgotten voices (9:41)

http://www.youtube.com/watch?v=tb\_kW0oy4GI&feature=related

FOR EACH STUDENT: viewing guide/FMI

**Background knowledge or skills students need prior to lesson:**

An understanding of segregation in the United States at the beginning of WWII from segregation lesson in this unit.

An understanding of the changes in the work force due to the war effort from double v campaign lesson in this unit.

**Procedures:**

**Hook or Introduction** Bell work will display a map of northern Portland on the document camera the following with a circle around the old Vanport location with writing prompt:

“This used to be Oregon’s second largest city and home to the majority of its African American community, what do you think happened to it? What are the different forces that could cause a city of 40,000 people to disappear? Find a partner and discuss the possibilities, you have 10 minutes to come up with at least 4 Ideas.”

**Step 1.**  Have pairs report out on possible situations that could have resulted in the disappearance of a large city. Create a class list of all the possibilities and have the students classify the types of events (find a frame) probable groupings could include natural disaster, human conflict/war, supernatural, economic. After the items are categorized to the class’ satisfaction, re-iterate the essential understanding that conflict is a force of social change but it’s not the only force. (20 minutes)

**Step 2:** Distribute the handout give a brief description of the videos read the directions for the handout ask for questions and then cold call a student to re-explain the directions (5 minutes)

**Step 3:** Show the first Vanport video, after the break check in with students to make sure that they understand the events in the video. (10 minutes)

**Step 4:** After part 1 cold call students and have them answer why Vanport was founded and who lived there. Students should recognize that it was founded for wartime construction and that the residents were significantly African Americans and not from Portland. Have students reread the FMI before starting the second part of the Vanport Video (15 minutes)

**Step 5:** After Part 2 give the students time to fill out the TMI as much as they can answer up to this point. Introduce the ‘Forgotten Voices of Vanport’ and remind them to look for differences between the narrative in the Vanport documentary and the performance by Renee Mitchell. Be sure to watch for engagement during the video, much of the information, but not all, occurs early (before 5 minutes) and if students begin to lose interest the video it can be turned off early with no real detriment to the assignment although if they are engaged its worth letting them watch the whole thing. (15 minutes)

**Step 6:** Divide class into small groups (4-5 students per group) and have them do a talking chips exercise debating the two narratives. Talking chips works by giving each student three chips each chip gives the speaker permission to talk for one minute, when a student has played all of their chips they are done talking. The topic for discussion is the last 2 questions on the FMI students will be informed before the exercise begins that they will be expected to take notes on the discussion to be turned in (15 minutes).

**Closure**: Assign homework. Let students know that the FMI need not be turned in yet. Students will write 250 words from the perspective of an African American worker who just arrived in Vanport from Alabama and is writing home to their parents to tell them about Vanport. They must discuss the issues of segregation and equality in the letter. The FMI and the essay are to both to be turned in the next day.

**Accommodation**: TAG students will be asked to evaluate the class’ discussion and find a primary source to help shed some light on the conflicting narratives. They can either write up their findings in less than a page or be prepared to give a 5 minute presentation to the class on what they found and what it says. The student needs to identify a primary source, but they don’t need to actually retrieve it. For example the Oregon historical society notes some primary sources as footnotes or additional reading on their webpage’s on Vanport. The student needs to be able to recognize the probability that these are primary documents and have an understanding of how they could get a hold of them if they needed to. If they do a presentation they’re deliverable will be the name of the primary source, where they found it and some ideas on how to locate if they needed too. This information also need to be include in the write up for students choosing that option. The timeline will be worked out with the student. ADHD students will be allowed to use their manipulative or whatever physical accommodations they need to maintain focus. Accommodations can also be made for an alternate viewing if applicable as per IEP. IEP students will be given an option for a shorter essay as per there IEP.

**Assessment and Evaluation of Student Learning:** Assessment will be determined by the FMI and the essay, as well as class participation during the talking chips activity.

FMI:

Excellent work will show correct answers to all short answer questions as well as complex thoughts about the open ended questions.

Intermediate work will show correct answer to most short answer questions and a understanding of the basic issues in the open ended questions.

Poor work will have few short answer questions correct and a limited understanding of the issues in the open ended questions

Essay:

Excellent work will show an understanding of the differences between the conditions in Portland and those in the South, as well as Vanport and Portland. The student will show an understanding of the segregation in Portland as being de facto in nature and make comparisons between the relative rights enjoyed by blacks in Portland and real equality. They will understand that there arrival is during the war and before the flood.

Intermediate work will be able to show a basic understanding of the conditions in Vanport but may not be able to compare them to conditions elsewhere.

Poor will fail to show an understanding of the conditions at Vanport or the south.

US History

Vanport

1. How many African Americans lived in Oregon in 1940?
2. What was Kaizer building in Portland?
3. How many African Americans moved to Portland during the War?
4. How were racial relations in Vanport different than in Portland or the South? How was it the same?
5. How did Vanport and the flood impact racial relations in Portland?
6. How does the poet’s narrative differ from the narrative in the Vanport documentary?
7. Who’s narrative do you think is more ‘True’? Why?
8. How can a historian reconcile contradictory accounts of events? Due they need to be reconciled?

